## Readings ENG817

## Spring 2011

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| **Date** | **Class Topic** | **Readings Due** |
| January 25 | Good Ideas | Newkirk (all) |
| February 1 | Background Concepts | Johnson Chapter 1 |
| February 8 | The Writing Process I: | Johnson Chapter 2 Selections TBA |
| February 15 | The Writing Process II: Computers | Johnson Chapter 2 Selections TBA |
| February 22 | Responding/Evaluating | Johnson Chapter 3 |
| March 1 | Collaboration/Post-Process | TBA |
| March 8 | Mid Term Projects Due | None |
| March 15 | Spring Break | Spring Break |
| March 22 |  | Yancey (handout); DeVoss et al. pp. 1-88 |
| March 29 |  | DeVoss et al. pp. 89-150 |
| April 5 | Paper 1 Due | Hicks |
| April 12 |  | Hicks |
| April 19 |  | Dixon ad lib. |
| April 26 | Digital Workshop |  |
| May 3 | Final Presentations |  |

Writing Assignments

Mid-term Project

Describe and analyze your current writing program (your class, your school, your district: your choice). Develop a modest proposal that will make at least a small but valuable change in the writing curriculum and methodology. Bear in mind the conflicting pressures: testing vs. teaching, individual attention vs. large class sizes, collaborating vs. individual writing, etc. Resolve these as realistically as possible. 2000 words MLA formatted, done in GoogleDocs and shared with [ebranscomb@gmail.com](mailto:ebranscomb@gmail.com) and the class

Paper 1: Creating a Digital Ecology

What are the impediments to teaching digital writing? Make real-world suggestions for overcoming them. 1500 words, MLA formatted, done in GoogleDocs and shared with [ebranscomb@gmail.com](mailto:ebranscomb@gmail.com) and the class.

Final Presentation

Done collaboratively. A 10-minute digital writing project: may be either a standalone video, vodcast, or podcast, or a Powerpoint/Keynote presentation. Either way, it will be played/presented before the class. Topic: Teaching print and digital writing in the age of collaboration, Facebook, visual communication, and the NCLB/RTT’s war on education/educators.